

Midland Independent School District

Greathouse Elementary

2025-2026 Campus Improvement Plan

Accountability Rating: B



Mission Statement

Greathouse Shared Mission:

All staff and students work together with a growth mindset to ensure high levels of teaching and learning. We celebrate our achievements and develop grit needed to overcome challenges.

Vision

Greathouse Vision: At Greathouse, all students and staff will receive the time and support required to learn at high levels and reach or exceed their individual goals and future endeavors within a safe learning environment.

Value Statement

Greathouse Collective Commitments:

I will be a positive contributing member of the schoolwide team as we work interdependently using common language to achieve shared goals and demonstrate mutual accountability.
I will use evidence of student learning to inform and improve my practice by utilizing the most effective educational practices.
I will cultivate a culture of celebration by acknowledging the efforts and achievements of our students and colleagues as we continually strive for excellence.
Create learning environments which are student centered, allow for various learning styles and showcase student achievement.
I will implement with fidelity an effective system of intervention and extension while providing enrichment opportunities for all.
I will honor the individual and unique qualities of our students and at the same time not use their uniqueness to label them.
I will engage in open frequent two-way communication among all stakeholders, provide families with ongoing information about their child, and offer specific ideas and ma
Collaborate in our PLC groups around the four guiding questions in order to:

- Align instruction using standards based learning targets while monitoring students' evolving needs
- Develop opportunities for students to demonstrate understanding and monitor growth
- Adjust instruction and provide flexible groupings to differentiate for student needs
- Ensure all student receive high quality instruction

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 Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law. 7

 Goal 2: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System. 26

 Goal 3: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS). 27

 Goal 4: Board Goal C: 100% of students graduating college-, career-, or military- ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications. 29

Policies, Procedures, and Requirements 31

Priority Problem Statements

Problem Statement 1: Latino/Hispanics have the lowest attendance rate compared to other demographics as evidenced by Greathouse TAPR.

Root Cause 1: There is a lack of schoolwide systems to support attendance. Parents lack understanding of district policies.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Teachers struggle to meet the needs of EB students as evidenced by STAAR data.

Root Cause 2: There has been an influx of EB students. Teachers do not possess skills to effectively close the gaps with this sub pop.

Problem Statement 2 Areas: Student Learning

Problem Statement 3: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data.

Root Cause 3: SPED students have been systematically pulled out of tier 1 instruction to receive resource.

Problem Statement 3 Areas: Student Learning

Problem Statement 4: Staff do not know or do not follow discipline procedures and processes.

Root Cause 4: There is a lack of consistency and staff understanding of schoolwide expectations.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: Staff do not know or do not follow expectations communicated from administrators.

Root Cause 5: There is a lack of consistency and staff understanding of schoolwide expectations.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers.

Root Cause 6: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Problem Statement 6 Areas: Student Learning

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- HB3 CCMR goals
- Performance Objectives with summative review (prior year)
- Campus/District improvement plans (current and prior years)
- Planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Accountability Distinction Designations
- Federal Report Card and accountability data
- RDA data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data

- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Study of best practices

Goals

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 1: The percentage of PreK students performing at grade in ELAR will increase from 92% to 95% by 2026.

Evaluation Data Sources: Circle data

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Strategy's Expected Result/Impact: Special education students will receive grade level instruction and have increased performance on assessments. Staff Responsible for Monitoring: Admin, gen ed teachers, special education teachers Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: Student achievement will rise. Staff Responsible for Monitoring: PK teachers, admin Problem Statements: Student Learning 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Student Learning

Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. **Root Cause:** SPED students have been systematically pulled out of tier 1 instruction to receive resource.

Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. **Root Cause:** Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Perceptions

Problem Statement 1: Staff do not know or do not follow expectations communicated from administrators. **Root Cause:** There is a lack of consistency and staff understanding of schoolwide expectations.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 2: The percentage of PreK students performing at grade level in Math will increase from 87% to 95% by 2026.

Evaluation Data Sources: Circle data

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: Student achievement will rise. Staff Responsible for Monitoring: Teachers, admin	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap will begin to close between subpops and their peers. Staff Responsible for Monitoring: Teachers, Admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning

Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. **Root Cause:** SPED students have been systematically pulled out of tier 1 instruction to receive resource.

Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. **Root Cause:** Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 3: The percentage of Kinder students performing at grade in ELAR will increase from 64% to 70% by 2026.

Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of MAP and observational data. Strategy's Expected Result/Impact: Student achievement will rise. Staff Responsible for Monitoring: Teachers, admin	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Student Learning
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 4: The percentage of Kinder students performing at grade level in Math will increase from 94% to 100% by 2026.

Evaluation Data Sources: MAP NWEA

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Problem Statements:

Student Learning
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 5: The percentage of 1st grade students performing at grade in ELAR will increase from 58% to 70% by 2026.

High Priority
Evaluation Data Sources: mCLASS

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 5 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 6: The percentage of 1st grade students performing at grade level in Math will increase from 76% to 85% by 2026.

Evaluation Data Sources: MAP NWEA

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 6 Problem Statements:

Student Learning
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 7: The percentage of 2nd grade students performing at grade in ELAR will increase from 59% to 70% by 2026.

High Priority
Evaluation Data Sources: mCLASS, District assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time.	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 7 Problem Statements:

Student Learning
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 8: The percentage of 2nd students performing at grade level in Math will increase from 55% to 70% by 2026.

High Priority

Evaluation Data Sources: MAP NWEA, District assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 8 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 9: The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 70% to 100% by 2026.

Evaluation Data Sources: STAAR, district assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 9 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 10: The percentage of 3rd-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 57% to 100% by 2026.

High Priority
Evaluation Data Sources: STAAR, district assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 10 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 11: The percentage of 4th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 70% to 100% by 2026.

Evaluation Data Sources: STAAR, district assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 11 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 12: The percentage of 4th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 63% to 100% by 2026.

Evaluation Data Sources: STAAR, district assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 12 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 13: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 57% to 100% by 2026.

High Priority
Evaluation Data Sources: STAAR, district assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 13 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 14: The percentage of 5th-grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 48% to 100% by 2026.

High Priority

Evaluation Data Sources: STAAR, district assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 14 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 15: The percentage of 5th -grade students who score Meets Grade Level Performance or above on the Science STAAR assessment will increase from 19% to 60% by 2026.

High Priority
Evaluation Data Sources: STAAR, district assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 15 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 16: The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Reading Language Arts STAAR assessment will increase from 62% to 70% by 2026.

Evaluation Data Sources: STAAR, district assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 16 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 1: All students, and Dyslexia students, performing at or above grade level on STAAR assessments from third grade through graduation or on equivalent end-of-year assessment in grades pre kindergarten through second grade in accordance BQ(LOCAL). Student data shall be disaggregated as required by state or federal law.

Performance Objective 17: The percentage of 6th -grade students who score Meets Grade Level Performance or above on the Math STAAR assessment will increase from 53% to 65% by 2026.

High Priority
Evaluation Data Sources: STAAR, district assessments

Strategy 1 Details	Reviews			
Strategy 1: Tier 1 instruction will be protected for special education students. The master schedule will ensure resource occurs within RtI time. Problem Statements: Student Learning 2	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: RtI will be implemented daily based on student needs identified through disaggregation of Circle data and observational data. Strategy's Expected Result/Impact: The gap between subpops and their peers will begin to close. Staff Responsible for Monitoring: Teachers, admin Problem Statements: Student Learning 3	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 17 Problem Statements:

Student Learning
Problem Statement 2: Teachers struggle to meet the needs of SPED students as evidenced by STAAR data. Root Cause: SPED students have been systematically pulled out of tier 1 instruction to receive resource.
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.

Goal 2: The District and all Campuses maintaining a B or above in Domain I of the Texas A-F Accountability System.

Performance Objective 1: The campus Domain I- Student Achievement scale score will increase from 83% to 90% by June 2026

High Priority
Evaluation Data Sources: Benchmarks, CFU assessments, data trackers, STAAR data

Strategy 1 Details	Reviews			
Strategy 1: OC teachers will utilize rolling agendas, spreadsheets and trackers to document coaching, PD, planning PLCs, and small group RtI. Strategy's Expected Result/Impact: Increased achievement across grades and contents. Staff Responsible for Monitoring: OC staff, admin Problem Statements: Student Learning 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will meet with OC staff weekly to monitor progress and provide coaching to these campus leaders. Strategy's Expected Result/Impact: Increased achievement across grades and content Staff Responsible for Monitoring: OC staff, admin Problem Statements: Student Learning 3 - Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Student Learning
Problem Statement 3: Subpops (Hispanic, SPED, EB, 2 or more races) are underperforming their peers. Root Cause: Tier 1 instruction is strong, but intervening with targeted small groups of students has not been done consistently.
Perceptions
Problem Statement 1: Staff do not know or do not follow expectations communicated from administrators. Root Cause: There is a lack of consistency and staff understanding of schoolwide expectations.

Goal 3: All students will be taught each day by a high-quality teacher who is rigorously coached and regularly evaluated specifically on meeting the Board's adopted Student Outcome Goals in BQ(LOCAL), and delivering instruction aligned with the Texas Essential Knowledge and Skills (TEKS).

Performance Objective 1: The percentage of students who are taught by a high-quality teacher who rigorously coached and evaluate on the Board's adopted Student Outcomes will increase from 37% to 50% by the end of 2026.

High Priority

Evaluation Data Sources: TLAC coaching data, TLAC data trackers, Teacher Action Plans

Strategy 1 Details	Reviews			
Strategy 1: OC teachers will utilize rolling agendas, spreadsheets and trackers to document coaching, PD, planning PLCs, and small group RtI. Strategy's Expected Result/Impact: Teacher knowledge and implementation of purposeful planning and lesson internalization, as well as high impact instructional strategies will increase, therefore increasing the number of high-quality teachers at Greathouse. Staff Responsible for Monitoring: OC staff, admin Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Administrators will meet with OC staff weekly to monitor progress and provide coaching to these campus leaders. Strategy's Expected Result/Impact: Teacher knowledge and implementation of purposeful planning and lesson internalization, as well as high impact instructional strategies will increase, therefore increasing the number of high-quality teachers at Greathouse. Staff Responsible for Monitoring: Admin Problem Statements: Perceptions 1	Formative			Summative
	Nov	Feb	Apr	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Perceptions
Problem Statement 1: Staff do not know or do not follow expectations communicated from administrators. Root Cause: There is a lack of consistency and staff understanding of schoolwide expectations.

Goal 4: Board Goal C: 100% of students graduating college-, career-, or military- ready, as defined by the Texas A-F Accountability System, with a focus on SAT or ACT college-ready scores, ASVAB, and earning industry-based certifications.

Performance Objective 1: The percentage of students graduating CCMR ready with a focus on SAT, ACT, ASVAB, and IBCs will increase from 91.8% to 100% by 2026.

Evaluation Data Sources: attendance data, parent surveys, sign in sheets for campus family engagement events

Strategy 1 Details	Reviews			
Strategy 1: Implement "STrive for 5" attendance plan. Students will set and track attendance goals. A system of tracking and communicating consecutive absent days will be utilized. An attendance awareness week will be held in September consisting of dress up themes related to attendance and a media campaign to raise awareness of the initiative. Strategy's Expected Result/Impact: Average daily attendance will rise. Staff Responsible for Monitoring: Admin, teachers, students, parents Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 2 Details	Reviews			
Strategy 2: Partner with C3 to raise CCMR awareness with 6th grade students. Strategy's Expected Result/Impact: Students and parents will begin thinking about plans for post graduation. Staff Responsible for Monitoring: Admin, counselor, C3 representative Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
Strategy 3 Details	Reviews			
Strategy 3: Students will be encouraged to participate in college team dress each Wednesday. Strategy's Expected Result/Impact: Students and parents will begin to think about plans for post graduation. Problem Statements: Demographics 1	Formative			Summative
	Nov	Feb	Apr	June
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Latino/Hispanics have the lowest attendance rate compared to other demographics as evidenced by Greathouse TAPR. Root Cause: There is a lack of schoolwide systems to support attendance. Parents lack understanding of district policies.

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention	Student Services- Geta Mitchell	3/19/2026	Erin Bueno	7/17/2025
Child Abuse and Neglect			Erin Bueno	7/17/2025
Coordinated Health Program	Seybert		Erin Bueno	7/17/2025